University of New Orleans

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Fall 2015

ENGL 1157

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University of New Orleans

This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.

Recommended Citation

ENGL 1157-101: English Composition
TuTh 9:30am – 10:45am • LA 172 • Fall 2015

I. CONTACT INFORMATION

Instructor: Lauren Walter
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Office Room: LA 244
Office Hours: Tu 10:45 am – 11:30 am
Th 10:45 am – 11:30 am
& by appointment

II. REQUIRED TEXTS & MATERIALS

Please bring the following to each class:
- *The Curious Writer* by Ballenger (UNO custom 2nd ed., ISBN: 1-269-88765-3)
- *Aunt Alice vs. Bob Marley* by Kennedy (ISBN: 978-1-60801-013-4)
- Loose-leaf or notebook paper, pens or pencils, and at least one folder or binder (I suggest three folders, one for each project, and free, recycled folders are usually available outside the English Department Office, LA 201)

III. COURSE DESCRIPTION

This course will teach writing as a process of inquiry. In other words, you must ask questions, explore different ideas and perspectives, take risks, seek complicated answers, reflect on your learning and your writing, and think critically about yourselves and about the world around you in your writing. We will explore the reasons writers write and several genres writers use to express their ideas. Through critical reading and writing, discussion, peer review, workshop, and classroom exercises, you will develop the skills necessary to express your own ideas across a variety of genres.

The process of writing your essays and projects will include a number of activities, such as pre-writing, journaling, discussing, evaluating your audience, determining your purpose, developing a focus, writing drafts, incorporating sources, refining your focus, revising your draft, editing your prose, and proofreading. Your final projects and essays should be interesting, thoughtful, well-written pieces of college-level prose that take informed risks. You will complete a series of connected, scaffolded assignments leading up to each of our three major projects; each part will make up the whole of your project.

IV. STUDENT LEARNING OUTCOMES

By the end of this course, you will form an awareness of (and have practice in) applying the aforementioned multi-layered and intersecting strategies to be effective twenty-first century thinkers and communicators. You will also learn that these skills transfer to your academic, everyday, and professional lives. However, we must not dismiss the importance of traditional

academic writing and research. Instead, our course will embrace academic inquiry and broaden its scope to include working within different kinds of textual environments and genres, helping you build a more complex and comprehensive understanding of the purposes and applications of human discourse.

After successful completion of the English 1157 and 1158 sequence, you will be able to display proficiency in the following areas:

Rhetorical Knowledge

Students should be able to

- Determine purpose and audience in their own and others' writing
- Understand how purpose, audience, and context affect writing style, voice, and tone
- Apply appropriate rhetorical strategies for diverse writing situations
- Demonstrate familiarity with and/or compose in different genres (such as editorial writing, personal narratives, reviews, satires, dialogues, letters, or profile essays)
- Demonstrate familiarity with and/or incorporate different media (such as PowerPoint presentations, web pages, pod casts, or visual essays)

Critical Thinking, Reading, and Writing

Students should be able to

- Analyze and/or interpret texts and other forms of discourse in multiple genres
- Use logical reasoning
- Summarize, analyze, evaluate, and respond to the ideas of others
- Understand writing as a process that involves invention, drafting, collaboration, and revision
- Identify and incorporate persuasive techniques
- Write informative, analytical, and persuasive essays
- Incorporate the ideas and texts of others
- Use library and non-library research methods
- Evaluate sources

Knowledge of Conventions

Students should be able to

- Use standard grammar
- Follow conventions for word choice, syntax, spelling, and punctuation
- Follow conventions appropriate for the given genre and/or medium, such as style, diction, and format
- Use a variety of sentence structures
- Document sources in MLA style

1157 should introduce you to the concepts, strategies, and habits of mind that will lead to these outcomes. Students who pass 1158 should exhibit proficiency in each of the three areas that comprise our program's goals.

V. COURSE POLICIES

Safe Space & Classroom Behavior
Writing requires vulnerability. Good writers take risks. But vulnerability requires trust, which is why it is up to every member of our class to foster a supportive, academic environment in the classroom. Our classroom is a safe space where you should all be able to discuss your experiences, beliefs, ideas, doubts, or questions. Whether you agree or disagree with someone's opinion, and whether you are giving or receiving criticism about your writing, you must treat your peers and instructor with civility, politeness, and respect at all times. Any behavior that is inappropriate or disruptive will not be tolerated. If you have any questions about acceptable classroom behavior or if anything that occurs during class makes you feel uncomfortable, do not hesitate to speak with me privately as soon as possible.

In addition, all electronic devices (including laptops, tablets, and cell phones) must be silenced and put away before the start of class each day, unless I state otherwise. If you feel it is necessary for you to use an electronic device, please discuss your need with me prior to class. If you are viewing or using an electronic device during class, it may count as an absence or cost you participation points.

Attendance, Preparation, & Participation

Tardiness Class will begin promptly every day at 9:30. If you are not present at the start of class, then you will be considered either absent or tardy. If you do come to class tardy, please do so quietly and unobtrusively. In the case of tardiness, you will not be given any extra time or accommodations for in-class activities. Tardiness for two class periods equates one absence. If you are late twice, then this will count as one absence; if you're late four times, then this will count as two absences; and so forth.

Absences Students may be excused from approximately 225 minutes of class time over the semester, which translates to five MWF class periods, three TuTh classes, or two evening classes. Missing more than three of our classes will result in a one-letter grade deduction for each additional absence. If you are absent for any reason, you are responsible for finding out what you missed in class and completing all homework assignments for the next class. You may come to my office hours to ask about what was covered in class.

You are expected to attend class every day and to arrive on time. It's not just about what you miss when you're tardy or absent, but what the class misses. The class, which often relies on group work and discussion, misses you when you are tardy or absent. Your absence puts your peers at a disadvantage.

If you miss any part of class due to absence or tardiness, you will miss important class discussion and activities. In almost every class, we will be doing necessary process work (PW) for each project; if you miss the class, you will still be responsible for completing all of the PW, though it will not be accepted for late credit unless I tell you otherwise. Often times, freewrites, quizzes, and class discussions cannot be made up or started again late, so your process work grades (which include your participation grades) will suffer. Tardiness or absence from a conference may also count against you.

In addition, you must come to class prepared to discuss readings, share writing, and turn in any assigned homework. Even if you are present in class, failure to participate meaningfully or complete tasks satisfactorily will lower your process work grades. Please meet with me if you are worried about tardiness, absences, or participation.

Submission Requirements
All work must be submitted by the assigned deadline in MLA format (e.g., one-inch margins and twelve-point, Times New Roman font). No late work will be accepted without prior permission or valid excuse (such as your house burning down or a medical injury). Each short or long composition will be penalized a full letter grade for each day it is late unless you have prior permission or valid excuse.

In addition, each short and long composition must be turned in as a paper copy when I collect them on the day they are due, as well as by electronic submission on Turnitin via Moodle before the start of the class period when the composition is due. The composition will be considered late if either the paper copy or the electronic copy is not turned in on time. If you experience technical issues related to Turnitin or Moodle, please e-mail a screenshot as proof and submit your electronic copy via e-mail attachment before the start of the class period when the composition is due. If you do not have a computer or printer at home, take advantage of the computer labs on campus and your UNO printing allowance.

Presentations, Conferences, Writing Center, & Portfolios
You may be required to give/produce oral and/or digital presentations in our class (using PowerPoint or other software if you wish). If included, these presentations will be part of the sequenced/scaffolded assignments leading up to your major projects/essays. Giving presentations will not only help you work through your ideas before you complete any high-stakes writing assignments; they will also help you refine a valued skill that should belong in the repertoire of any professional.

You are also required to attend and participate meaningfully in at least one conference (and as many as three conferences, at my discretion) during the semester. You may, however, ask for additional conferences as necessary. You will also be required to attend and participate meaningfully in at least one appointment in the Writing Center, though I encourage you to make several additional appointments throughout the semester.

It is also necessary to keep all the work (graded and ungraded) you produce for each project this semester. This includes final, graded drafts as well as earlier drafts and process work. At the end of the semester, you must submit this writing as a portfolio of work. Failure to submit a completed portfolio can result in an F for the course.

Revision Policy
Revision is an integral part of the writing process, and it is highly encouraged. You may revise and resubmit each of your composition projects at my discretion. In order to be considered for revision, you must submit a revision request (available on Moodle) to me via e-mail within one

week of the return of the graded essays in class. The request will ask you to name your deadline for submitting the revised essay.

Please keep in mind that I reserve the right to deny or modify your revision request. A request may be denied if the project was not turned in on time, if the project was not complete on time (no drafts, outlines, or insufficient or incomplete papers), or if the project's process work was not turned in on time. I may also require you to attend and meaningfully participate in an appointment at the Writing Center to revise your project before submitting it again.

Note that you are required to revise at least one long composition this semester. If you score higher on your revised project, the revised grade will replace your original grade

Moodle, UNO E-mail, & Wordpress
This class may use Moodle to facilitate information exchange, including supplemental readings, assignments, and other digital content. You will be notified via your UNO student e-mail account whenever something new is added to Moodle. You will be responsible for checking Moodle on a regular basis and completing all work assigned there. Even more importantly, you must check your UNO email address on a regular basis.

You can access both Moodle and your UNO email by going to the UNO homepage, scrolling to the bottom, and clicking "Moodle" or "Student Email." Alternatively, you can access Moodle through the following link: https://uno.mrooms3.net/login/index.php.

You may also be required to use a Wordpress blog for process work this semester. The blog will have privacy settings so that only the participants can read the posts and comments. For each PW assignment on the blog, you will be required to post your assignment by the date on the schedule and to comment on at least three posts by the next class period.

Academic Integrity
Any case of academic dishonesty—including but not limited to cheating, tampering with academic records and exams, falsifying identity or documents, plagiarism, and being an accessory to acts of academic honesty—will be handled according to departmental and university regulations and may result in failure of this course. A plagiarized paper will result in a grade of zero for the assignment without opportunity for revision. A zero on any graded composition will likely result in a failing grade for the course.

Students are expected to know and to follow UNO's policy on academic dishonesty. We will discuss academic dishonesty in class, which will give you an opportunity to learn about proper citation in an academic essay; however, you are still responsible for knowing UNO policy outside of the information given in class. If you have any specific questions about it during any stage of your writing process, ask me, seek help in the Writing Center, or refer to the Student Code of Conduct for further information: www.studentaffairs.uno.edu.

Accommodations for Students with Disability
It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or

to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For further information, refer to http://www.uno.edu/disability-services.

VI. COURSE STRUCTURE & GRADING GUIDELINE

This course consists of three main projects. The first project is a Personal Narrative (Ballenger 71-110); the second project is a Profile (Ballenger 111-154); and I will choose between a Review (Ballenger 155-192) and an Ethnographic Essay (Ballenger 337-382) for the third project. Each project is composed of process work, a short composition, and a long composition.

Process Work (PW)	Process work involves a variety of activities, including but not limited to fast writing, brainstorming, prewriting, group work, drafts, peer review, workshops, presentations, research, and class discussion. You will complete the PW both in class and for homework. The PW will prepare you for the short composition.
Short Composition (SC)	The short composition is designed to help you understand the genre in which you will be writing. The SC will be returned with a grade and with comments. At my discretion, you may have an opportunity for revising each SC. The SC will prepare you for the long composition.
Long Composition (LC)	The long composition is the culmination of your previous work in the project. It will be graded for its content, form, organization, grammar, style, and overall effectiveness. At my discretion, you may have an opportunity for revising each LC. At least one of your LCs must be revised.

At the end of the course, you will also compose a final Writer's Reflection in which you look back critically at your experience as a writer over the course of the semester.

Project 1	30% of total grade	**PW**	20% of project grade
		SC	30% of project grade
		LC	50% of project grade
Project 2	30% of total grade	**PW**	20% of project grade
		SC	30% of project grade
		LC	50% of project grade

Project 3	30% of total grade	**PW**	20% of project grade
		SC	30% of project grade
		LC	50% of project grade

Reflection   10% of total grade

- "A" (90-100) represents achievement that is outstanding relative to the level necessary to meet course requirements
- "B" (80-89) represents achievement that is significantly above the level necessary to meet course requirements
- "C" (70-79) represents achievement that meets the course requirements in every respect
- "D" (60-69) represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- "F" (below 60) represents achievement that fails to meet the course requirements to such a degree that it is not worthy of credit

Note that if you earn a zero on any major assignment (long compositions, short compositions, or the reflection), you are likely to fail this course.

VII. COURSE SCHEDULE

I will hand out a course schedule for every project, which will include reading homework, writing assignments, and deadlines. The following is an overall schedule of your major assignments for this course. Please note that these dates are subject to change:

Week 4, Tu 9/8	Short Composition 1
Week 6, Th 9/24	Long Composition 1
Week 9, Tu 10/13	Short Composition 2
Week 11, Th 10/29	Long Composition 2
Week 14, Tu 11/17	Short Composition 3
Week 16, Th 12/3	Long Composition 3
Finals Week, Th 12/10	Writer's Reflection

In accordance with the student calendar, we will not have class on Thursday, October 15 for mid-semester break or Thursday, November 26 for the Thanksgiving holiday.

Our final exam period is set for Thursday, December 10 from 10:00 am to 12:00 pm.